



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency® NOGA ID [redacted]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)
04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed. Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

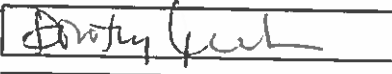

Applicant Information

Name **Seguin ISD** CDN or Vendor ID **094901** ESC # **13** Campus # **01** DUNS # [redacted]
 Address **1221 E. Kingsbury** City **Seguin** ZIP **78155** Phone **830.401.8628**
 Primary Contact **Dorothy (Dot) Whitman** Email **dwhitman@seguin.k12.tx.us**
 Secondary Contact **Elva Rangel** Email **erangel@seguin.k12.tx.us**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Dorothy Whitman, Asst Supt** Signature  Date **3/9/18**
 Grant Writer Name **Dorothy J. Whitman** Signature  Date **3/9/18**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-044

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Decrease the teacher turnover rate to less than 17% by 2020	Provide a competitive compensation and benefit package through an annual regional market comparison study Provide a New Teacher Mentor Program for teachers w/less than 2 yrs experience Provide targeted staff development opportunities to teachers
Increase the number of Bilingual certified teachers by 2% by 2020 through the Grow Your Own program.	Increase the stipend for certified Bilingual teachers Offer tuition incentive for teachers wanting to earn a Bachelor's Degree & BL teaching certificate Offer 3 year employment agreements to internal candidates
Increase the number of students enrolled in a Dual Credit Teacher Prep course by 2% by 2020	Expand marketing the program to middle school students by having current students present their experience Expand the number of dual credit teacher prep courses students interested in a teaching career

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

As aligned with the 2018 District Improvement Plan, Seguin ISD will decrease the teacher turnover rate to 17% or less by 2020 to ensure a solid, consistent level of instruction is provided to all students.
 The district increase the number of certified Bilingual teachers by 2% by 2020.
 The district will increase the number of teacher prep dual credit course from 1 section to 2 sections by 2020.
 The district will increase the number teacher prep dual credit instructors within the campus from 0 to 1 by 2020.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Teacher turnover rate will be less than or equal to 3%
 Bilingual teacher turnover rate will be less than or equal to 1%
 Number of bilingual teachers on a TEA waiver will not exceed 2% of the number of certified BL teachers within the district.
 85% of teachers in need of assistance, who scored less than proficient on the T-TESS, will provided a Teacher Improvement Plan within the first semester
 The number of Teacher Prep Dual Credit courses offered to students will be increased from 0 to 2 by 2020.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Teacher turnover rate will be less than or equal to 6%
 Bilingual teacher turnover rate will be less than or equal to 1%
 Number of bilingual teachers on a TEA waiver will not exceed 2% of the number of certified BL teachers within the district.
 85% of teachers in need of assistance, who scored less than proficient on the T-TESS, will provided a Teacher Improvement Plan within the first semester
 The number of Teacher Prep Dual Credit courses offered to students will be increased from 0 to 2 by 2020.

Third-Quarter Benchmark:

Teacher turnover rate will be less than or equal to 9%
 Bilingual teacher turnover rate will be less than or equal to 2%
 Number of bilingual teachers on a TEA waiver will not exceed 2% of the number of certified BL teachers within the district.
 85% of teachers in need of assistance, who scored less than proficient on the T-TESS, will provided a Teacher Improvement Plan within the first semester
 The number of Teacher Prep Dual Credit courses offered to students will be increased from 0 to 2 by 2020.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Each quarter the number of teacher resignations will be reviewed in order to project the teacher retention rate for the next school year. Exit surveys will be provided to teachers separating from employment with the district to determine the factors on why teachers chose to resign from the district.

An annual Campus Climate survey will be provided to all teachers to determine how teachers feel about their campus, teaching experience and overall teacher support. Negative campus climate surveys and lack of teacher support factors will be addressed immediately with the campus administration.

With over 50% of the teaching staff living outside of the Seguin area, the district will review the compensation and benefits package on an annual basis and determine if stipends should increase in areas of critical need (i.e. Bilingual stipends).

Finally, increase opportunities with Professional Learning Communities that have been implemented within the district this school year, will allow valued collaboration and teacher training time. With targeted teacher instructional support, teachers may be more inclined to stay with the district.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Seguin High School is currently an Early College High School for All since 2014. Education and Training courses, Instructional Practices and/or Practicum in Education and Training courses are currently offered at Seguin HS but are not offered as Dual Credit.

The high school has an established partnership with St. Philip's College and can evaluate our staff members who choose to complete a Master's Degree in Education and determine if they meet the adjunct professor requirements in order to expand the current education classes for students to Dual Credit education classes.

Seguin HS has historically had a FCCLA program which then transitioned into a TAFE organization. The high school is very familiar with these types of student organizations and can actively recruit students to join the organization and reestablish. Recruitment of students could increase knowing that there is a potential in earning dual credit for the Instructional Practices and Education & Training courses.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants 3 times \$13,000 39,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification 10 times \$11,000 110,000

Number of participants pursuing certification only 0 times \$5,500 0

Total of above two lines 110,000

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 1 times \$3,000 3,000

Funding Request

Pathway 1 39,000

Pathway 2 110,000

Pathway 3

Education and training courses 3,000

Total grant funds requested 152,000

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a
- CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants
- including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at
- least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Pathway 1 - three teachers	39,000
2. Pathway 2 - ten paraprofessionals pursuing a bachelor's degree & teacher certificate	110,000
3. One high school - CTSO or TAFE events	3,000
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Total grant award requested 152,000

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Purpose of the TEA Grow Your Own Grant:

To facilitate increased entry of qualified diverse candidates into the teaching professions, especially to address the need of critical areas of teacher shortage

Pathway 1 –

Master's Degree Stipend to Support Education and Training Course Implementation

District Goal: The district will decrease the teacher turnover rate to less than 17% by 2020.

Over the past several years, Seguin ISD has been battling a high teacher turnover rate as compared to the state. Within the past three years, the turnover rate has been 22%, 18%, and most recently 23.5%, with the state being at 16%. We have reviewed our teacher demographics and show that 52% of the teaching staff does not reside in Seguin, Texas. In addition, the majority of the exit surveys conducted with staff upon separation are positive in nature and indicate teachers are choosing positions closer to their homes.

For staffing purposes, each spring a review of student enrollment is conducted to quantify campus needs. Initial recruitment efforts district-wide will focus on attracting diverse, enthusiastic teacher candidates who have a genuine love for teaching and have the ability to meet individual needs of students both academically and emotionally.

Elementary recruiting will focus on attracting knowledgeable, passionate educators with the ability to provide a rigorous, creative environment while still ensuring fundamental needs are met.

Secondary recruiting will initially focus on hiring teachers who display a high level of content knowledge but have the

unique ability to connect with teenage students, allow for exploration and encourage creativity. In addition, we focus on hiring candidates who meet the dual credit regulations to support the expanding course offerings in the Seguin Early College High School.

Seguin ISD will prioritize to offer a competitive salary and benefit package for all employees, provide targeted staff development and training and will provide a new teacher mentor program for all teachers with less than two years of experience.

Recruitment & Selection:

Seguin ISD will recruit potential candidates for Pathway One based on how well the applicants have performed in their current assignment. Candidates must show strong evaluation ratings, positive recommendations from their supervisor and an overall commitment to the organization in regard to participation in district or campus functions. Teacher candidates must be able to show a successful track record in regard to individual student progress. This information can be obtained through student data analysis, bench mark scores, classroom observations and state assessments. Experience of each candidate may vary and areas of certification will vary based on vacancies. However, in the first round of candidate selection, the district will also focus on teachers in areas of critical need. Campus wide teacher certification and master schedule assignments will be reviewed to assist with the selection.

Once a teacher is selected, the individual will be expected to sign a Memorandum of Understanding that serves as a commitment of employment for a period of three years. Below is draft MOU that can be used for qualifying candidates.

**Agreement for Completion of Master's Program – TEA Grow Your Own Grant
Between Seguin ISD and [Employee Name]**

[Employee Name] ("Employee") serves as a teacher for the Seguin ISD (the "District") and must enroll in, and successfully complete, Master's degree (content area will be specified) in order to qualify as an adjunct professor to teach dual credit Education preparatory courses for the Early College High School.

The District and Employee agree:

1. Employee will enroll in and complete a Master's Degree in Education with an accredited university.
2. The District will award the candidate up to \$13,000 per participating teacher for program tuition costs.
3. Employee will be responsible for updating the District on [his/her] progress in the course.
4. Employee will complete the Master's Degree program within a 2 year period of time.
5. Employee will teach a minimum of one section of an Education & Training dual credit course as aligned with the Early College High School.
6. Employee must remain in the employ of the District for three full school years after successful completion of the Master's Degree program.
7. If Employee voluntarily resigns from the District before completion of the program, Employee will be required to repay to the District 100% of the dollars paid to the employee.
8. Nothing in this agreement restricts or limits the District's ability to take appropriate employment action against Employee;
9. This agreement does not constitute a contract of employment, nor does it entitle Employee to continued employment with the District;

[Employee Name]

Date

District Official

Date

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

- ☑ The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

IHE and LEA Partnership:

Early College High Schools (ECHS) are innovative high schools that partner with a college campus to allow students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours at no cost to the student or his/her family.

The Seguin Early College High School is a stand-alone comprehensive "College and Career for All" campus that opened its doors in August 2014. The Seguin ECHS offers four pathways that lead to post-secondary credentials. These pathways, while well-defined, are designed to be fluid so that students may transition seamlessly between them.

The Seguin Early College High School is made possible through a partnership between Seguin ISD and St. Philip's College, one of the Alamo Colleges in San Antonio.

Seguin High School currently offers one Instructional Practices course with 22 students and one Practicum in Education & Training course. If these same courses could be taught by a Master's level teacher, more students may be inclined to register for these courses and choose an educational career pathway.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

Student Recruitment:

Early colleges make college success a reality for students that have traditionally been underrepresented in higher education. By working in close partnership, school districts and institutions of higher education are able to serve students in a more personalized and efficient manner that leads to higher levels of student success. The partnership between Seguin ISD and St. Philip's College is designed to create:

- Shared vision and common expectations for students and parents
- Focus on rigorous instruction and accelerated coursework
- A college-going culture that provides high school students with access to college facilities and services
- Student support systems including tutoring, counseling and mentoring
- Collaborative teaching and professional development
- Increase high school graduation and retention for students at risk of not graduating
- Reduce barriers to college access for first generation college-goers
- Increase attainment of postsecondary education and training

Each spring, the district HS Counselors conduct student/parent meetings to explain our Early College HS program and they are provided information on what dual credit means, how it can assist their child, and what pathways are available to choose from. In addition, Seguin High School holds an 8th grade career day at the flag ship high school in effort to provide first hand exposure to what programs are offered, what the classrooms look like, and to meet current high school students who are in those programs.

**Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment**

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

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Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

- The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.
- The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Purpose of the TEA Grow Your Own Grant:

To facilitate increased entry of qualified diverse candidates into the teaching professions, especially to address the need of critical areas of teacher shortage

Pathway 2 –

Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teacher Roles

District Goal: The district will increase the number of hires internally to help decrease the teacher turnover rate to less than 17% by 2020.

Over the past several years, Seguin ISD has been battling a high teacher turnover rate as compared to the state. Within the past three years, the turnover rate has been 22%, 18%, and most recently 23.5%, with the state being at 16%. We have reviewed our teacher demographics and show that 52% of the teaching staff does not reside in Seguin, Texas. In addition, the majority of the exit surveys conducted with staff upon separation are positive in nature and indicate teachers are choosing positions closer to their homes. This program is unique in that many of our current paraprofessionals reside in Seguin, Texas which could possibly help with the overall retention of teachers.

For staffing purposes, each spring a review of student enrollment is conducted to quantify campus needs. Initial recruitment efforts district-wide will focus on attracting diverse, enthusiastic teacher candidates who have a genuine love for teaching and have the ability to meet individual needs of students both academically and emotionally.

Elementary recruiting will focus on attracting knowledgeable, passionate educators with the ability to provide a rigorous, creative environment while still ensuring fundamental needs are met. The district will also focus on pursuing candidates with a certification in Bilingual Elementary Education.

Secondary recruiting will initially focus on hiring teachers who display a high level of content knowledge but have the unique ability to connect with teenage students, allow for exploration and encourage creativity. In addition, we focus on hiring candidates who meet the dual credit regulations to support the expanding course offerings in the Seguin Early College High School.

Seguin ISD will prioritize to offer a competitive salary and benefit package for all employees, provide targeted staff development and training and will provide a new teacher mentor program for all teachers with less than two years of experience.

Recruitment & Selection:

Seguin ISD will recruit potential candidates for Pathway Two based on how well the applicants have performed in their current assignment. Candidates must show strong evaluation ratings, positive recommendations from their supervisor and an overall commitment to the organization in regard to participation in district or campus functions. Candidates must be able to show a successful track record in regard to individual student progress based on paraprofessional campus assignment. This information can be obtained through performance observations, teacher feedback, student data analysis, bench mark scores, and state assessments. Supervisor interviews will be also be conducted to assist with the selection. Experience and current assignment of the paraprofessional may vary. With the candidate selection process, the district will focus on individuals pursuing teaching assignments in areas of critical need.

Once a paraprofessional is selected, the individual will be expected to sign a Memorandum of Understanding that serves as a commitment of employment for a period of three years. Below is draft MOU that can be used for qualifying candidates.

**Agreement for Completion of Bachelor's & Teacher Certification –
TEA Grow Your Own Grant
Between Seguin ISD and [Employee Name]**

[Employee Name] ("Employee") serves as a paraprofessional for the Seguin ISD (the "District") and must enroll in, and successfully complete, Bachelor's degree and teacher certification by 2020 in order to be hired as a state certified teacher.

The District and Employee agree:

1. Employee will enroll in and complete a Bachelor's Degree with an accredited university and enroll in an Educator Prep Program upon completion of the bachelor's degree to obtain a teacher certification.
2. The District will award the candidate up to \$11,000 per participating teacher for program tuition costs.
3. Employee will be responsible for updating the District on [his/her] progress in the course.
4. Employee will complete the Bachelor's Degree program within a 2 year period of time (2020).
5. Employee must remain in the employ of the District for three full school years after successful completion of a Bachelor's Degree and teacher certification.
6. If Employee voluntarily resigns from the District before completion of the program, Employee will be required to repay to the District 100% of the dollars paid to the employee.
7. Nothing in this agreement restricts or limits the District's ability to take appropriate employment action against Employee;
8. This agreement does not constitute a contract of employment, nor does it entitle Employee to continued employment with the District;

[Employee Name]

Date

District Official

Date